**Lesson Plan Format**

**Teacher Candidate**

**Grade Level Date of lesson**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been introduce to the idea of interviews through watching television news reports and are also use to asking people questions to find out information

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

TSW:

* Describe characteristic of a good interview
* Make connections between historical events an individual’s personal experience and contributions to the common good
* Conduct interviews about history and culture from their region

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Each learner will turn in a completed list of questions prior to the interview. The evaluation form completed by the interviewee will also be used as an assessment (students will be shown the rubric prior to the interview and we will discuss it)

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Setting Up the Interview** | The learner introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview. | The learner introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview. | The learner asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person. | The learner needed assistance in all aspects of setting up the interview. |
| **Preparation** | Before the interview, the learner prepared several in-depth and factual questions to ask. | Before the interview, the learner prepared a couple of in-depth questions and several factual questions to ask. | Before the interview, the learner prepared several factual questions to ask. | The learner did not prepare any questions before the interview. |
| **Formatting & Editing** | The learner edited and organized the transcript in a way that made the information clear and interesting. | The learner edited and organized the transcript in a way that made the information clear. | The learner edited and organized the transcript but the information was not as clear or as interesting as it could have been. | The learner did not edit or organize the transcript. |
| **Politeness** | Learner never interrupted or hurried the person being interviewed and thanked him/her for being willing to be interviewed. | Learner rarely interrupted or hurried the person being interviewed and thanked him/her for being willing to be interviewed. | Learner rarely interrupted or hurried the person being interviewed, but forgot to thank the person. | Several times, the learner interrupted or hurried the person being interviewed and forgot to thank the person. |
| **Report Writing** | The report is well organized and contains accurate quotations and facts taken from the interview. | The report is well organized and contains accurate facts taken from the interview. | The report contains accurate quotations and facts taken from the interview. | The report lacks facts/quotations from the interview or they are not accurately reported. |

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Index card
* Rubric
* Recording devices (paper, pencil, tape recorder, and or camera)
* Interviewees

**Teaching Model/Strategy**:

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Let’s imagine that I am going to interview you (students) today for the school newspaper, about your life experiences. Let’s think about some questions that would be appropriate and not appropriate (T-chart) during the interview.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. We will go over the list and discuss how good interviews don’t just happen. They are planned. They ask specific questions and stay on topic.
2. During this week we will be conducting an interview with person who is from the region in which you have chosen to do research on. We want to find out about history and culture of their region.
3. Each student will now be given an index card and asked to write down one general question that could be used in the interview. (I will explain that we need to agree on five general questions to be used in our interview)
4. After about 3 minutes I will ask students to volunteer to share their questions writing each on the board. After all questions are listed we will reach a consensus on five general questions to be used in our interviews. After the students have agreed on the five general questions, they will go into a more depth question underlining the main questions.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* I will end by demonstrate an interview of another teacher in front of the class
* Students will all meet the person who they will be interviewing based on the region they have.